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WCOTF TRAINING WORKSHOP "THE ROLE OF TEACHERS ORGANIZATIONS IN ADULT LITERACY EDUCATION" INCLUDING REPORT ON WCOTF ADULT EDUCATION MEETING "RELATIONSHIP OF LIFELONG EDUCATION TO THE WORK OF THE PUBLIC SCHOOLS" (SEOUL, KOREA, 1966).

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THE 1966 TRAINING INSTITUTE ON ADULT EDUCATION AT SEOUL ATTRACTED 37 DELEGATES FROM 19 COUNTRIES PLUS 30 OBSERVERS FROM KOREA. THE AIMS OF THE INSTITUTE WERE--(1) TO DEVELOP LEADERSHIP SKILLS FOR NATIONAL TEACHER ASSOCIATION MEMBERS, (2) TO PREPARE A HANDBOOK TO AID TEACHERS' ASSOCIATIONS IN DEVELOPMENT OF ADULT EDUCATION ACTIVITIES, (3) TO ANALYZE THE PRESENT RELATIONSHIP BETWEEN TEACHERS' ASSOCIATIONS AND ADULT EDUCATION PROGRAMS AND TO MAKE RECOMMENDATIONS TO WCOTF, TO UNESCO, AND TO NATIONAL TEACHERS' ASSOCIATIONS FOR IMPROVEMENT. THE TRAINING WORKSHOP SPEECHES WERE--"UNESCO AND ADULT EDUCATION," "COOPERATION IN ADULT LITERACY PROMOTION, THE PHILIPPINE EXPERIENCE," AND "LITERACY CAMPAIGN IN KOREA, PAST AND PRESENT." WCOTF ADULT EDUCATION MEETING SPEECHES WERE--"PROBLEMS OF ADULT EDUCATION IN KOREA," AND "LIFELONG EDUCATION AND THE PUBLIC SCHOOLS." AT BOTH MEETINGS SPECIFIC RECOMMENDATIONS ON WAYS TO ERADICATE ILLITERACY THROUGH ADULT EDUCATION WERE MADE. AN OUTLINE OF THE WCOTF/UNESCO HANDBOOK, ROSTER OF INSTITUTE PARTICIPANTS, RESOLUTIONS OF THE 15TH WCOTF ASSEMBLY ON EDUCATION PLANNING, EXTRACTS OF THE REPORT OF WILHELM EBERT ON WCOTF/UNESCO RELATIONS, 1965-66 ARE INCLUDED. (AJ)

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WCOTP TRAINING WORKSHOP
"THE ROLE OF TEACHERS ORGANIZATIONS
IN ADULT LITERACY EDUCATION"
JULY 29-31, 1966

including

REPORT ON
WCOTP ADULT EDUCATION MEETING
"RELATIONSHIP OF LIFELONG EDUCATION
TO THE WORK OF THE PUBLIC SCHOOLS"
AUGUST 5, 1966

Seoul, Korea

Committee on Adult Education
World Confederation of Organizations
of the Teaching Profession
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INTRODUCTION

The Fifth WCOTP Conference on Adult Education, held in 1965 in Addis Ababa, and the Special Session on Literacy Education scheduled as part of the annual WCOTP Assembly of Delegates which followed, dramatized the recognition of the teaching profession of its share of the responsibility of bringing enlightenment to 700 million illiterates. In Seoul, in 1966, many actions were taken by the WCOTP Adult Education Committee and by the Fifteenth Assembly which not only carried forward the commitments formulated during the preceding year but which also identified new directions and new responsibilities.

THE TRAINING WORKSHOP

As those who attended the Addis Ababa Conference will recall, the 1965 special adult education meeting was planned and organized to follow a pattern that has now been employed five times since 1959--a "conference"--in the truest sense of that term--in which issues were illuminated, plans made, and recommendations developed. The 1966 special activity in the field of adult education deviated from that pattern and took the form of a "training institute": an endeavor to help the individuals enrolled acquire the attitudes, perspectives, skills and knowledge required by executives of teachers' organizations to lead their associations effectively in the new tasks required of teachers in the education of adults. The training institute preceded, and was in addition to, the adult education sectional meeting scheduled as an organic part of WCOTP's Fifteenth Annual Assembly.

The Training Institute at Seoul was made possible by a grant to WCOTP from UNESCO. Thirty-seven delegates from nineteen countries on every continent, plus thirty observers from Korea, participated. We envisioned a minimum participation of 30 individuals. However, thanks to the assistance of the WCOTP Secretariat and the outstanding cooperation of the Committee on Adult Education of the Korean Society for the Study of Education, it was possible to accommodate nearly twice the number originally planned for.

The Institute had three main tasks:

1. To impart and develop new skills and insights to help the participants work in leadership capacities in their respective national teacher associations.
2. To carry forward into the final stages of preparation a handbook for executives of teachers' associations which would specifically aid and advise teachers' associations in the development of educational activities for adults.
3. To survey and analyze the relationship between teachers' associations and educational programs for adults as they now exist and to develop relevant recommendations to WCOTP, to UNESCO, and to national teachers' associations for further implementation.

The first of these objectives--although hopefully fulfilled--can scarcely be captured and reduced to print in a final report. Rather, they are a part of the point of view and determination to act carried away by the participants. The achievement of this part of the Institute is best reflected in the comment of one delegate to the WCOTP Assembly who indicated that his first official action on arriving home would be to work for the establishment of an adult education committee in the permanent structure of his nation's teachers' association.

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The second objective--closely related to the first--can be tangibly recorded and will find expression in the publication, Involving the Teaching Profession in the World-Wide Literacy Program, to be published by WCOTP in cooperation with UNESCO. Advance text for the five chapters of publication had been prepared for the consideration of the Workshop participants by a distinguished international panel of experts. Their names and the contributions they made are indicated on page 19 of this report. At the Workshop, the various chapters were used as basic training material, and--as a result of the ensuing discussion--will now be expanded in the final printed publication.

ADULT EDUCATION AND THE FIFTEENTH WCOTP ASSEMBLY

The theme of the Fifteenth WCOTP Assembly, which met this year in Seoul, Korea, was "The Role of the Teaching Profession in Educational Planning." At the time of general debate on the topic, Dr. Wilmer V. Bell, the member of the WCOTP Adult Education Committee from North America, enunciated the essential relationship between educational planning in general and a concern for the education of adults. The text of Dr. Bell's intervention is included in this report.

The Resolutions on Educational Planning adopted by the Assembly took note of some of the observations made by Dr. Bell and, though the education of adults was not singled out for special mention, the scope of its concern was broadened from the education of "children and youth" to a broadened concern of the education of "all people." The full text of the Assembly's Resolutions will be found on page 33.

The special meeting on adult education held as an integral part of the Assembly's program, focused attention on the role of public schools in lifelong education. This program was specifically designed and planned to link WCOTP closely to the second objective of UNESCO's adult education program, "education permanente." The recommendations of the Adult Education meeting to UNESCO and WCOTP on lifelong learning are contained in Part II of this report and indicate the extent, intensity, and direction of the concern for general adult education displayed by those who participated in this segment of the WCOTP Assembly.

Acknowledgments

In submitting this report, the secretary acknowledges his appreciation to all members of the committee and particularly to the chairman, Mr. Kwa O. Hagan, for the helpful advice and assistance given during the year and which enabled the committee to carry out its most extensive program so far.

Grateful acknowledgment is made, on behalf of the committee, to the participants in the training workshop who arrived in Seoul at least five days in advance of the Assembly to share in the workshop activities.

On behalf of the WCOTP Executive, the contribution of UNESCO in assisting in the funding of the workshop is acknowledged with deep appreciation.

The Adult Education Committee expresses its appreciation to the Korean Federation of Education Associations for many expressions of warm hospitality, to Myong-Won Suhr, President of the Korean Society for the Study of Education, and H. Jong-Gon Hwang, Chairman of the Adult Education Committee, for unlimited assistance far beyond the call of duty in serving the professional objectives of the workshop, to the presiding officers for each session, to the interpreters for their patience and ingenious help in the seminar ii.

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sessions, to the translation staff for their prompt attention to the translation of the final report, to the secretariat of WCOTP for its meticulous attention to the details of all technical arrangements, and to each of the following members of the workshop faculty: Wilmer V. Bell (U.S.A.); Christian R. A. Cole (Sierra Leone); S. J. Kioni (Kenya); Hilton Power (U.S.A.); Myong-Won Suhr (Korea), and Artemio C. Vizconde (Philippines).

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PART I

THE TRAINING WORKSHOP

Welcome Address

Louise Yim, President
Korean Federation of
Education Associations

On behalf of the host organization, the Korean Federation of Education Associations, and its members, I extend our hearty welcome to you all. I am happy and honored to be here with you today and deliver my greeting words. As the first committee of WCOTP to open its curtain, this Workshop has a very special significance. Its theme, "The Role of Teacher Organization in Adult Literacy" is in keeping with the major conference theme, "The Role of Teacher Organizations in Educational Planning."

In the later half of the twentieth century, marked with the quick development of social, economic, political and scientific life, more and more education is needed for men to meet complicated problems and challenges created by these new changes. We are already in the new age of electronics and atoms, which is causing tremendous changes in all walks of life. Automation, not only of the industrial processes, but also of all other areas, is making a great impact on the structure of the labor force. Manual and semi-skilled work are being quickly replaced by more and more technical and scientific types of jobs. The changes in living and working conditions of the people, spearheaded by the Industrial Revolution, are further intensified and complicated by the process of automation. What was considered inconceivable only a decade ago, is now a reality.

Adult Education and Social Problem Solving

Man believes that the free way of life is the best way. At the same time, he realizes that it takes a trained intelligence on the part of most of the people to make it function effectively. If man is to understand these quickly changing developments, more and more education is required throughout his life time. New challenges and problems which are swiftly and frequently spouting out must be solved somehow. Constant education and re-education of man will be the only solution to this; especially the education of the adult. It is the adults who run the world. Dr. Robert Hutchins summarized the situation very succinctly when he said, "I do not want to waste my time teaching the younger generation; the world may not last long enough." The important role we professional educators, particularly those of us in adult education, play in this complex world of ours can never be over-stressed. As Dr. James B. Conant aptly stated, "the world has become so complicated that if man stops his education when he leaves school, college, or even professional school, he is doomed to educational mediocrity. Things are changing so rapidly, and if your talents lead you to a professional field, there is no end of your education".

In short, we can say that, education at the adult level is becoming less a way of passing on the cultural heritage and more a method for solving the problems of the present and future.

Korea faced the chronic problem of illiteracy at the end of World War II in 1945. Through concerted efforts, the Government, educators and the community leaders have vigorously enforced and successfully conducted the national compulsory education program and adult education activities to escalate our literacy level.

Desire and respect for knowledge and the learned word, vary greatly because of differing socio-economic and cultural backgrounds of differing nations. When given proper motivation and opportunity, man will certainly try to learn for his own benefit. An astoundingly high percentage of the world population are still classified as illiterate. Every advanced nation at one point or other of its history had to cope

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with, and overcome, the problem of illiteracy through various educational programs. I am sure that these experiences you have gone through in the past in your own countries can be usefully applied as good resource materials to the newly emerging nations in solving their literacy problems.

Why Educate Adults

Our world looks more and more to education for leadership in the solution of the snowballing problems that quickly changing developments impose upon us. ~~It is not education~~ of children that can really save the world from its potential destruction, but it is the education of adults. If this thesis is valid, then the peace, freedom and security of the world depends upon effective and practical adult education programs in all fields of human endeavor.

How can you plan, organize and successfully implement various adult education programs? These are largely in the hands of you and me, educational leaders. The most important objective of adult education in the developing countries is, of course, the elimination of illiteracy, which is the key to quick development.

More than any time in our world history, an accelerated cooperative effort among educators is needed for the fostering of a happy, prosperous and free world. Prerequisites to this end will be the eradication of illiteracy; wider and more varied adult education programs to help man better understand the complicated world and better discharge his share of common responsibility; and a deepening conviction of human dignity and individual freedom.

I am highly confident that tangible results of far-reaching influence will emerge out of this Workshop through the exchange of experiences and ideas and in the formulation of practical adult education practices the participants can take back home for possible application.

While you are in Korea, I hope you have enough time to see as many of our cultural objects and historical relics accumulated from our 43 century-old history as you possibly can, and at the same time to witness the gigantic progress we are making in the industrialization processes.

May your stay in Korea prove to be one of the most memorable and fruitful experiences in your life.

UNESCO and Adult Education

Min-ha Cho, Secretary-General
Korean National Commission
for UNESCO

It is a great honor and privilege to address you at this training workshop on the role of teachers organizations in adult literacy.

At this very outset of the meeting, I should like to re-affirm to you that one of the primary objectives of UNESCO since its creation has been to combat illiteracy in the world by encouraging the progressive expansion and improvement of school systems and of adult education. This is in conformity with our common belief that the right to education is indeed one of the fundamental rights of all men as set forth in Article 26 of the Universal Declaration of Human Rights.

We would also share the view of the General Assembly of the United Nations that mass illiteracy acts as a brake upon the advancement of individual countries and of human society as a whole along the path of economic and social progress. We believe that universal literacy will make a vital contribution to peace and understanding between peoples and nations. UNESCO has not limited itself to call attention to this problem. It has been instrumental in leading the nations of the world in a selective attack against the scourge of illiteracy. At this point, I should like to briefly review historical background of the concern for a world literacy program from its formal beginning by UNESCO to the epoch making event of the World Congress for the Eradication of Illiteracy held at Teheran in September, 1965.

Historical Background

By its solemn resolution number 1677, adopted on December 18, 1961, at the United Nations General Assembly, the Members of the United Nations invited UNESCO to review, in all its aspects, the question of the eradication of mass illiteracy throughout the world. Again in resolution 1780, by establishing the United Nations Development Decade, which I believe that every one of you are well aware of, the General Assembly emphasized the importance of taking measures to speed up the eradication of illiteracy, of hunger, and of disease which so gravely affect the productivity of the peoples of the less-developed countries.

In mid-1962, a world congress on illiteracy was held in Rome by the Italian association for the eradication of illiteracy, a first international meeting devoted to the question of eliminating this evil and one which reflected the growing interest in promoting activities to serve the great numbers of illiterates in the developing countries.

In response to the appeal of the United Nations, the UNESCO General Conference in 1962 adopted resolution 1.2531, transmitting the study requested, to the General Assembly and declaring that UNESCO was ready to promote and sustain a world campaign against illiteracy. At the same time the Conference authorized the Director-General to continue the elaboration of a general program.

In 1963, at its 18th session of the General Assembly, the UN examined the report from UNESCO and expressed the desire that UNESCO should continue with the work, and especially the planning, supervision and financing of pilot projects, through its resolution 1937. At the same time, the General Assembly invited the Secretary-General of the UN, in collaboration with the Director-General of UNESCO, the Director of the Special Fund, the Executive Chairman of the Technical Assistance Board and the President of the International Bank for Reconstruction and Development, to study ways and means of supporting national efforts to eradicate illiteracy. 3.

UNESCO and Adult Education

UNESCO continued to investigate the best means of organizing the struggle and held conferences in different parts of the world with a view to isolating the problems and possible solutions for them. Two in particular may be mentioned; the conferences on the planning and organization of literacy work in Africa which was held at Abidjan in March 1964 and a similar conference focusing on the Arab countries held in Alexandria in October 1964. An additional conference was organized by the Arab League in April 1965.

An international committee of literacy experts was organized by UNESCO and met in April 1964 to sum up what had been done and to consider solutions and new orientations.

All this led to the proposal to the 13th General Conference of UNESCO in November, 1964, for an experimental world literacy program based on a selective strategy. The Technical Assistance Board and the United Nations Special Fund undertook to participate in the execution of the UNESCO experimental projects.

At around this time, on November 19, 1964, the UNESCO General Conference adopted a Declaration on the Eradication of Illiteracy in the United Nations Development Decade and appealed to all nations to participate in this national and as well as international venture to cope against this world problem.

The Teheran World Congress

The Teheran World Congress for the Eradication of Illiteracy is, thus, the result of events which have been taking place for several years past. The congress brought together delegates from 88 countries including 38 Ministers of Education, as well as representatives from numerous intergovernmental and non-governmental organizations and gave striking evidence of the concerted will of the international community to conquer this problem once and for all.

Mr. Chairman, ladies and gentlemen, it is my privilege to quote a summary of the unanimous appeal issued by the Teheran Congress to the United Nations and its Specialized Agencies, particularly to UNESCO, and to non-governmental organizations--like WCOTP which is taking a leading and important role in the field of world education--and also to public and private foundations, asking that they to exert their influence on responsible leaders to:

- 1) increase as far as possible national and international resources devoted to the fight against illiteracy;
- 2) make possible the provision of additional resources for development in general, and for literacy in particular, as further funds became available following a reduction in military expenditure and finally;
- 3) make full use of available information media for adult literacy teaching.

UNESCO Program in Korea

Now, turning to our national scene with reference to UNESCO's interest in the literacy program, I am very happy to mention the establishment of the Korean Fundamental Education Center as early as in 1956. Established with the financial assistance of UNESCO, the center has laid the foundation for the continuous training of young leaders for the development of rural areas. With full two year regular training in fundamental education, many youth graduates have contributed greatly to rural and community development. The center was re-named as the Rural Leaders' Training Center, but its function remained the same.

UNESCO and Adult Education

A small scale experimental program for eradicating illiteracy was also undertaken by the Korean National Commission for UNESCO beginning in January, 1965 with the assistance of UNESCO Headquarters. This three-month pilot project was conducted at Cheju Island Province which is located off the south coast of the peninsula. As the tiny province is known for its comparatively high rate of literacy due to geographical reason, the National Commission exerted its full effort to wiping out illiteracy among the population. This venture paved a road to demonstrate that a somewhat similar and large scale campaign at this place would lead to success in the nearest possible future.

Korea has a proud and shining tradition that we respect education and adore literacy. In this regard, I think one good example would well suffice. Upon liberation in 1945, some twenty years ago, around 78 percent of the adult population was recorded as illiterates. However, thanks to the vigorous governmental efforts combined with the active endeavor shown by the general populace in the fight against illiteracy, the latest survey available on illiteracy rate conducted several years ago by the Economic Planning Board estimates illiteracy at 27.9 percent of the population over age of 13.

Before concluding my remarks today, I should like to quote a few words of the Director General of UNESCO, Mr. René Maheu, on the occasion of presenting to the United Nations, a report on cooperation for the eradication of illiteracy. He pointed out that the existence of mass illiteracy constituted not only a denial of a fundamental human right--the right to education--but also a major obstacle to economic development and a threat to peace. "The strictest economic realism," he said "particularly in this decade devoted to development, demands as insistently as do morality and justice, that a major effort be made in this essential field."

Finally, I am sure that all of your devotion and professional discussion to be made at this august meeting concerned with this essential field will result in great success and in fruitful results in the days and years to come.

Cooperation in Adult Literacy Promotion:
The Philippine Experience

Artemio G. Vizconde
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As a program, adult education in the Philippines operates on the thesis that its implementation is the concern of all. The enormity of the tasks to be done, especially the promotion of literacy, and the magnitude of the problems that have to be solved demand the active involvement not only of all schools but also of all other governmental agencies and non-governmental organizations--educational, economic, civic, religious, etc.

The Filipino teacher, backed by specific provisions of law has, since the start of organized attempts at adult education, been involved in its program directly or indirectly. As early as 1908, a system of popular civic educational lectures was conducted by teachers principally in the barrios (villages). This was further strengthened in 1933 with the holding of organized community assemblies, again under the teachers' responsibility, for the purpose of providing necessary information to a great bulk of the population.

Literacy and adult education in the Philippines, is a constitutional mandate. The Constitution provides at least free public instruction to Filipino children and citizenship training to out-of-school youth and adults.

The constitutional proviso on adult education was made more definite by the legislation of an act in 1935 which created the Office of Adult Education and defined the objectives of the adult education program which are: (a) to eliminate illiteracy, and (b) to give vocational and citizenship training.

Recent developments have made adult education a responsibility of the public schools. In other words the involvement of the teachers in the program is now a fait accompli. This involvement was further strengthened when the Board of National Education adopted as a basic policy the development of a sound, practical and continuing education program as a vital instrument for community development, and the provision of at least fundamental education to out-of-school children and youth.

The program of adult literacy promotion cannot go very far without the support of an infrastructure equally solid as the laws that founded the program. In the Philippines such infrastructure is composed of the community schools, other government agencies, and the different socio-civic, educational, and religious organizations and international bodies. All these governmental, non-governmental, and international organizations, individually or jointly, contribute significantly to the promotion of the overall program of literacy and adult education in the Philippines.

Responsibilities and Functions of Adult Education

The present endeavor to involve all service agencies and organizations, both governmental and non-governmental, and secure their cooperation in the promotion of literacy education is justified by the desire to seek ways and means of unifying and enriching their literacy programs. The Bureau of Public Schools, the only government agency that has the legal and legitimate responsibility of promoting the adult literacy education program, has been, and is at present, actively engaged in the prosecution of programed activities designed to meet the needs of the literacy education movement, to unify and strengthen existing leadership, and to provide executive channeling of services between 6.

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local, municipal, provincial, regional and national adult education programs, The present scheme of involving non-governmental organizations in the literacy promotion movement has captured, to a certain extent, the imagination not only of the professional educators but also of the civic-spirited citizens.

To ensure the effective prosecution of the literacy and adult education program, the tasks of the adult education movement have been defined. The proper identification of these tasks or responsibilities is necessary to focus attention on the more essential ones and to enable teachers and other community organizations to participate in the total implementation of the program.

Below are the tasks or areas of responsibility of adult education as a movement in the Philippines in which the participation of various organizations have been developing:

1. Identifying all adult literacy education activities and establishing good working relationships. Adult literacy education projects such as regularly organized literacy classes and those organized under other schemes need to be identified. The sponsors of these projects should also be known and given the necessary help and assistance in order that excellent working relationships may be established and maintained.
2. Evaluating existing programs and services. Evaluation is an integral part of any adult education program, literacy or otherwise. The program should be periodically evaluated through the use of appropriate procedures, techniques, and instruments of evaluation to further improve existing literacy activities and services.
3. Planning more adequate literacy projects and developing better coordination of literacy education activities. The adult education movement should provide opportunities for cooperative planning of literacy projects based on local needs, problems, and resources. Planning will lead to a better coordination of work and better understanding of the agencies involved in said projects.
4. Discovering, developing, and utilizing program resources, such as techniques, methods, and materials. In the promotion of the literacy education program, new techniques, methods and materials should be discovered, developed, and utilized to make literacy teaching more meaningful and effective.
5. Stimulating and involving individuals and groups served by adult education. Continuous, sustained stimulation is necessary to keep the adult students interested enough to attend their classes until they become functionally literate. Adult education should also involve the various groups and individuals served by the program in recognition of the principle that "people care only when they share."
6. Developing an effective public relations program for literacy and adult education. Adult education should develop an effective public relations program to ensure a better implementation of all phases of the literacy program.
7. Developing pre-service and in-service education programs. The sources of the adult education program depends on the quality of training of the

Cooperation in Adult Literacy Promotion: The Philippine Experience

workers and teachers. Adult education movement should provide for a comprehensive pre-service education program as well as an effective in-service education program for all adult education teachers and workers to keep them abreast with changes that are rapidly taking place.

8. Developing programs of research. In any program, research is the basis of further improvement. Adult education must provide for the development of programs of research in all aspects of the literacy program, particularly in curriculum and methodology.
9. Preparing and publishing teaching guides and reading materials. One of the most serious problems of literacy and adult education in the Philippines is the dearth of teaching guides and reading materials. It is necessary not only to update existing materials but also to prepare and publish new curriculum or course guides and varied reading materials for adults.
10. Strengthening the relationship between functional literacy and continuing education. The former could be the starting point for latter, and the latter the incentive for the former. It is the responsibility of adult education to prevent the treatment of each as a separate function of adult education, and to push through the program with literacy and continuing education as corollaries--each existing for the other.

The tasks or responsibilities of adult education presented in the preceding paragraphs may serve as challenges which may provide incentives to teachers' associations in evolving their programs and in playing their respective roles in the promotion of the total literacy and adult education program.

Having identified the major concerns or tasks of adult education, it may now be appropriate to suggest possible channels of cooperation, functions, and services, which teachers' associations may follow and perform. The following are some of the more important activities that teachers' organizations may possibly evolve to help promote a more effective adult literacy education program together with the government and other service agencies:

1. Providing means of communication among adult education workers, e.g., conferences, committee work, periodicals, handbooks, newsletters, reports, etc. Some teachers' associations are rich in resources--human, financial, and otherwise. They have competent and trained leaders; they have the facilities for mass communication such as radio, television, cinema and the press; and they abound with financial resources. Through proper involvement, teachers' associations may conduct and subsidize conferences and organize work committees to promote literacy education. They may print or underwrite the publication of periodicals, handbooks, newsletters, and reports dealing with literacy. They may initiate interviews and conduct or subsidize studies that are primarily concerned with literacy promotion.
2. Stimulating, coordinating, and reporting research studies relevant to the practice and effect of literacy education. Teachers' associations equipped for scientific research can make an important contribution to the promotion of adult literacy and continuing education. They can

Cooperation in Adult Literacy Promotion: The Philippine Experience

conduct, stimulate, and coordinate scientifically planned research which will contribute to basic knowledge of adult education, for example, the process of adult learning and methods of teaching literacy. They can also underwrite the reporting of the results of such research studies.

3. Assisting in the formulation and implementation of a continuous program of evaluation for the improvement of the content and method of literacy education. Teachers' associations can contribute significantly to the formulation and implementation of a continuous program of evaluation to improve literacy education particularly in content and methodology.
4. Assisting in program planning and in the organization and administration of literacy projects. Planning of adult literacy projects is generally carried out by the government through the Bureau of Public Schools. Teachers' associations on the national level could inform and encourage their local branches or chapters about possible participation in planning and launching literacy and adult education programs.
5. Helping in securing more adequate legal and financial provisions for literacy education. Teachers' associations have trained personnel and adequate financial resources. They have contacts with international organizations like the UNESCO, Asia Foundation, World Confederation of Organizations for the Teaching Profession, and others. In view of this, they are in a position to help in securing more adequate legal and financial assistance for the promotion of literacy education.
6. Underwriting work conferences, seminars, and other forms of in-service training activities for the professional and community leaders and workers in literacy education. Teachers' associations may conduct or underwrite the holding of work-conferences, seminars, and other forms of in-service training activities of professional adult education workers as well as leaders of the community.
7. Subsidizing the preparation and publication of teaching aids, course guides, and reading materials. Teaching aids and other adult education materials are most valuable to the adult education workers. Teachers' associations may subsidize the preparation and publication of such materials for groups of teachers in different languages and environments.
8. Cultivating incentives in communities where motivation is weak or non-existent. Adults cannot be forced to learn. To succeed in the literacy program, the adults must have a deep desire to learn to read and write. In places where such desire is wanting or totally lacking, teachers' associations could help cultivate the will to learn.

The above is but a modest listing of the possible involvement and channels of participation of teachers' associations and other service agencies in the promotion of the adult literacy program. Certainly, there could be other possibilities.

These possibilities may imply that teachers' associations and other service agencies may operate or sponsor essential projects related to literacy promotion. They may also serve and coordinate the work of provincial and local branches or chapters and provide active leadership of their own as well as support and nurture local leadership. 9.

Cooperation in Adult Literacy Promotion: The Philippine Experience

Activities Toward Cooperation

In the promotion of literacy and adult education, the following cases are actual examples of the participation and involvement of teachers' associations, governmental agencies and international bodies:

1. The Philippine Public School Teachers Association (PPSTA) conducted a seminar on educational planning in which adult education, particularly the promotion of functional literacy, was given a significant treatment. In that seminar, which was conducted in January, 1966, representatives from the Division of Adult and Community Education, Bureau of Public Schools, were selected to lead in the discussion of literacy and adult education. In this connection, the findings and recommendations of the two-man team of the UNESCO on the production and use of reading materials together with the language problem were brought out for discussion.
2. The UNESCO sponsors and/or extends scholarship and fellowship grants to selected and qualified adult educators. These grants help bolster the program of the Philippine Government to eliminate illiteracy. One such grant awarded to two adult education supervisors is on Adult Literacy Planning which has just been terminated in India. This study-seminar was conducted to develop and increase the competence of adult educators in planning literacy programs.

The teachers' associations, both on the national and local levels, may be involved in the actual planning of adult literacy programs along with other non-governmental organizations.

3. The UNESCO National Commission of the Philippines assisted the Philippine Government, particularly the Bureau of Public Schools, in launching a functional literacy program in the form of the Philippine Folk School. This form of adult education is for out-of-school youths and adults who have completed at least the elementary grades to equip them with further vocational and citizenship skills so that they can become better citizens in their communities. In this sense, the Philippine Folk School is a continuation of the program to make literacy functional.

The first experiment on the folk school was partly financed by the UNESCO National Commission of the Philippines. In succeeding years, the Bureau of Public Schools subsidized the operation of the folk schools on a counterpart financing scheme.

Teachers' associations and other local organizations assist in planning and in providing more worthwhile activities for students in the folk schools.

Since its inception, the growth and expansion of the folk school program has caught the interest of other organizations which have been giving their liberal support to the program.

4. Holding leadership training and orientation conferences on literacy promotion. In 1963 and 1964, regional seminars and conferences were held in eight regions all over the Philippines on compulsory elementary education and adult and community education. These conferences were largely subsidized by the UNESCO. The Bureau of Public Schools

Cooperation in Adult Literacy Promotion: The Philippine Experience

provided technical assistance on the organizational preparations for the conferences and in threshing out problems relative to compulsory elementary education and adult education.

Local teachers' associations helped in laying out the groundwork for the follow-through programs in terms of "echo" conferences and in printing needed materials.

In connection with leadership training conferences, the UNESCO National Commission of the Philippines also underwrites the printing of leadership training materials and reports on literacy education.

The Bureau of Public Schools takes the responsibility of preparing adult reading materials and teaching guides. It prepares the reading materials needed for functional literacy education and for continuing education. Teachers' associations on local school levels furnish motivations and create incentives for other non-governmental organizations to get involved in these projects. They encourage local talents to prepare and produce reading materials geared to the needs and resources of the locality and based on the guides prepared and issued to the field by the Bureau of Public Schools.

5. There are instances where local teachers' organizations provide a link between the planned programs of the Bureau of Public Schools and the programs of groups and service agencies in the community which want to take part in adult education. They help promote or cultivate motives in adult education where motivation is weak or non-existent.
6. Financing literacy programs. Local teachers' associations and other community organizations subsidize literacy programs.
7. Fostering cooperation through the community development councils. Cooperation and collaboration among governmental, non-governmental, and international organizations are also attained through the community development councils in which representatives of such organizations sit together, plan, lay out, and direct literacy and adult education programs. These councils are on the national, provincial, municipal, and barrio (village) levels. On the national level, representatives of the Presidential Assistant on Community Development, National Economic Council, UNESCO, and the Philippine Public School Teachers Association and other organizations are supposed to compose the membership of the council. On the lower levels, representatives of the same agencies and the local school heads are members. Under this setup, the provision and direction of the literacy and adult education program truly become a joint responsibility - the concern of all.
8. Providing for library services. Cooperation of governmental, non-governmental, and international bodies is shown in the provision of library services, at local level, to serve the needs of the out-of-school youths and adults. This form of cooperative project has been started on a (village) barrio level under the joint sponsorship of UNESCO, AID-Philippines, and the Bureau of Public Schools through the Office of Adult and Community Education. The local teachers' association also cooperates in this project.

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9. Utilizing local efforts. At the instance of the public school teachers, organizations at the grassroots level such as the barrio councils, purok (neighborhood) organizations, parent-teacher associations, women's clubs, and others are actively engaged in various literacy and adult education activities. They assist the local teachers and school officials in planning the literacy program, organizing literacy classes, keeping up the interest of the adult students, and helping finance literacy and adult education classes.

Summary and Conclusion

In this paper we tried to develop the thesis that the promotion of literacy education is the concern of all.

The responsibilities attached to the promotion of literacy and adult education programs demand the active involvement of other governmental agencies as well as non-governmental organizations and international bodies. The major responsibilities and functions of adult education were clearly identified to appraise teachers' associations and other service organizations of the tasks and point out some possible channels of cooperation and participation in the promotion of adult literacy. After identifying the major concerns of adult education the possible functions and services to be performed by teachers' associations were pointed out. Actual examples of cooperation and participation of these organizations in literacy promotion were also discussed.

Aware of the fact that what has been treated in this paper does not convey all that should be discussed under the topic given, it is hoped that this presentation would serve merely as a guide to a fuller and further discussion. This may be amply supplemented with richer experiences obtaining in other countries.

Literacy Campaign in Korea: Past and Present

Myong Won Suhr
President
The Korean Society for the
Study of Education

Korea has a long history of 4299 years. She has long been known as the "Eastern Land of Civility." But Korean society in the past was a feudalistic one, only upper class children and youth were educated; mainly through Chinese classics.

In 1446, King Se-Jong and his foremost scholars created the Korean alphabet, Han-gul, which consists of 24 letters (10 vowels and 14 consonants) in an endeavor to make the letters accessible to ordinary people without too much labor. Han-gul is easy to learn, and easy to write because one symbol stands for one sound.

Unfortunately, however, Han-gul was not popular among the elite. They called Chinese characters "real" letters, and Han-gul "false" ones. Therefore, it was used only among lower class people. However, with Han-gul, people could express their ideas as they spoke. It was, therefore, a very convenient communication tool among the public.

Since we, Koreans, are one race with mono-language, we had practically no language barrier whatsoever. Therefore, when Han-gul was introduced, communication was much improved and the illiteracy rate was lessened.

During the Japanese Occupation period, 1910-1945, the educational opportunity for Koreans was greatly restricted and the study of Han-gul was gradually forbidden. Finally, in 1938, it was completely prohibited in order to prevent the transmission of nationalistic ideas that might be cultivated through the study of the native letters and culture. Nevertheless, Han-gul survived. No force could stop research on Han-gul by Korean scholars even though they were imprisoned because of their "non-patriotic" study.

The Liberation in 1945 from the Japanese Occupation after World War II brought liberation for Han-gul. By that time Koreans, especially younger ones, did not know their mother letters. But, with the joy of independence, they studied Han-gul immediately without any advice or force because they felt it would be a great shame if they could not read and write their native alphabet. Schools, churches, community centers, and even homes were crowded by those who did not want to be "Han-gul illiterates."

At the time of Liberation, approximately 78% of the adult population was illiterate. The Government of the Republic of Korea was established in 1948 and Compulsory Education for 6 years of elementary level was introduced. The Government, especially the Ministry of Education, put great emphasis on the eradication of illiteracy in order to meet the needs of a newly established, independent and democratic country.

The literacy campaign in Korea through the years has been a nation-wide campaign. The government, voluntary organizations, teachers, and students have been closely coordinating their efforts in the national crusade against illiteracy. Consequently, the illiteracy rate was drastically dropped year by year. In 1960, the illiteracy rate was reduced to 28 percent.

Although we have put our main efforts so far on the eradication of illiteracy, the time has arrived, we believe, to enrich adult education program beyond adult literacy.

Literacy Campaign in Korea: Past and Present

Literacy Activities of the Government

The U. S. Military Government had actively carried out literacy campaigns for adults. During a three-year period, an adult education officer was assigned to every city or county to help operate literacy education centers established in local communities, mostly housed in public schools and buildings. A majority of the lecturers for these centers were regular school teachers recruited on a part-time basis. A total of 15,555 literacy classes were organized in 1946 and 30,538 in 1947.

This extensive literacy campaign, however, was temporarily discontinued during the transitional period that ensued with the founding of the Republic followed by the three-year Korean War. It resumed with renewed momentum in the reconstruction era of the nation that followed the Armistice of 1953.

Conspicuously contributing to the crusade against illiteracy during this era were the adult classes attached to the civic schools. The civic schools were started in 1946 under the directive of the U. S. Military Government. Their purpose was to provide an education for adults who had not finished primary school. The number of schools and students increased year by year until 1956; this in spite of the destruction that occurred during the Korean War. However, since 1956, the number of civic schools has decreased and, as of this year (1966), the number of civic schools is 124 as compared with the peak of 3,228 schools reached in 1956. The reason for this decrease is chiefly due to the rapid expansion of compulsory elementary education.

The authorities responsible for organizing the adult literacy classes at the civic schools are the Seoul City and provincial Boards of Education.

The Education Law enacted in 1949 regulated the curriculum of the civic school the same as it did that of the ordinary elementary school. But in point of view of its duration it is much different from the ordinary elementary school. The course of study in the civic school is completed within three years while that of ordinary elementary school is six years--twice as long as the civic school. Accordingly, the six year course of study is condensed into a three year course and the content of the syllabus is flexible and changed according to the needs of local communities.

The civic school, as different from the elementary school, is permitted to offer evening classes and seasonal sessions. The Education Law regulates that the civic school is to give the primary level of general education for the adult who missed school age education from 6 years to 12 years of age. Accordingly, the adult over 13 years old is allowed to attend the civic school. This is not a compulsory course. The opportunity, although it is open to all adults to take advantage of this teaching, is completely dependent upon their free choice.

Literacy Activities of Students

It has become a tradition for Korean high school and college students to visit rural communities during summer and winter vacations for the enlightenment of the farming and fishing populace. This tradition originated in the era of Japanese colonial rule when students visited rural areas for the dual purpose of promoting the cause of the independence movement and propagating the Korean literature.

"The Vnarod Movement" was the most memorable literacy campaign of various students' activities for literacy education during Japanese rule. Vnarod, a Russian word, means "to the people." Many participated in this movement through which they taught illiterate people the Korean alphabet. According to the Dong-A Ilbo, a daily newspaper, a total of 5,751 students participated to the Vnarod Movement and approximately 100,000 adults became

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literate during the years 1931-1934. As the literacy movement expanded rapidly year by year, however, the Japanese Governor-General barred the students' movement because of its anti-Japanese spirit. But the students' campaign for the literacy education continued up to the Liberation year, 1945.

Since the Liberation, many students have carried out many activities to enlighten the rural adults. These students voluntarily devote themselves to the improvement of rural living and development of farming methods, as well as literacy activities. Their services in the village last for a week to a month.

These programs not only contribute to the literacy education and improvement of living of the local populace but also help the students themselves better understand the local communities and cultivate a cooperative spirit through group work.

Literacy Activities of the National Reconstruction Movement

In 1961 the literacy education program was turned over to the National Reconstruction Movement established by the Military Government. The NRM carried out a total program including community development, improvement of the rural living, guidance for activities of youths and women, and especially literacy education projects. The instructors charged with responsibility for the literacy program consisted of elementary and secondary school teachers and field workers of the National Reconstruction Movement who had been trained for one week either at the Headquarters or in provincial branches of the NRM. A great number of the instructors served in their own villages.

The NRM published and distributed 250,000 copies of textbooks for literacy programs throughout the country. The program was free of charge and supported by the Government.

Literacy Activities of Voluntary Organizations

Along with the literacy crusade of the government, various civic organizations conducted similar campaigns of their own, with encouraging results.

Among these organizations, the Korean Christian Literacy Association was founded in 1949 exclusively for the education of the illiterate. Headquartered in Seoul, this association has made an outstanding contribution to the adult literacy campaign. In its first move, the association published the "Elementary Korean" and the "Korean Readers" for use in its reading classes and reading circles.

Reading classes are designed for those who have mastered the "Elementary Korean" to help them cultivate the reading habit. The association provides ten kinds of books for the reading classes.

Reading circles are organized with fifteen or more members over 15 years of age with the reading ability of the middle school graduate. Up to 100 volumes are donated to each reading circle by the association.

The highly systematic literacy program of the association has been remarkably successful. By the end of 1963, a total of 11,530 illiterates were taught by 1,130 voluntary teachers under the association's program. Currently, the association has 850 reading classes and 3,358 reading circles in the country.

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Besides the Korean Christian Literacy Association, the Korean National Commission for UNESCO has been active in the literacy campaign. The UNESCO Commission trained lecturers enough to educate 5,000 illiterates on the southernmost and largest island of Korea, Cheju-do.

Future Efforts

Following are some of the major points of future efforts that are being discussed among those concerned with adult education in Korea:

1. In view of the fact that the civic school, which aims to provide general education and civic social education for those who are over compulsory school age, is gradually losing its established purpose, efforts should be directed to develop varied types of programs for the civic school.

Applicants for civic school are on the decrease due to the achievement of high enrollment rates in the elementary compulsory education program -- 95 percent at present. This new type of civic school should provide, therefore, in addition to literacy education, adult liberal education as well as some form of vocational training which may appeal to the elementary school graduates. At the same time, wider opportunities should be provided for at the civic school to cover youths, adults and older persons.

2. The central focus of adult education should be changed from being literary-centered to giving more emphasis to the provision of adult liberal education and vocational training. In fact, this tendency has already been indicated in the adult education programs of the Ministry of Education. A three-year plan has been initiated by the Ministry to set up a total of 172 prevocational training schools for the out-of-school youth through the country. The goal is to set up one such school at every city and county. These schools are to be attached to the various levels of schools. A total of 42 such schools are already established.
3. Main responsibility of the community school program should be placed upon adult education programs.
4. For teacher education programs (pre-service as well as in-service) curricula for adult education should be included.

RECOMMENDATIONS TO WCOTP AND TO UNESCO

1. That WCOTP develop a handbook to assist teachers' organizations to relate effectively to education permanente; just as now it is working on their role in literacy education.
2. That WCOTP find financial means for consultants to work with member organizations to extend general adult education classes in remote areas of developing countries.
3. That WCOTP encourage national teacher organizations to assess their national public school curricula in terms of accommodating the necessity for lifelong learning for all citizens; and to motivate teachers to develop in their students a commitment to lifelong learning as a normal way of life.
4. That the WCOTP Adult Education Committee develop guidelines to assist leaders of teachers' associations to inspire their members to engage in lifelong learning activities, in person and professionally.
5. That WCOTP and UNESCO use every available means to interpret and popularize the concept of education permanente; that to this end a review be made of both the successful practices and the difficulties of member countries engaged in this venture.
6. That UNESCO develop a motion picture to advance the custom of education permanente; and illustrate thereby methods by which cooperative community forces can imitate programs of lifelong learning.
7. That all regional meetings convened by WCOTP include at least one session to develop commitment to lifelong learning by all teachers. (NOTE: As a parallel recommendation, that WCOTP organize regional workshops of smaller geographic extent to permit more homogeneous and effective participation on problems more likely to be of common interest.)
8. That WCOTP at Vancouver and at Dublin hold training workshops to assist teachers' organizations in advancing programs of lifelong learning.

RECOMMENDATIONS TO MEMBER ORGANIZATIONS

1. That member organizations urge their governments to form "Departments of Continuing Education" within their ministries of education; that they encourage governmental bureaus, presently with responsibility limited to literacy education, to enlarge their concern to include general adult education.
2. That associations urge governments to appropriate funds, for lifelong learning programs, in addition to any made available for the education of the young.
3. That member organizations, in furtherance of the WCOTP Assembly emphasis on the involvement of teachers' organizations in educational planning, urge their governments to establish a "National Council on Continuing Education" to include representatives of the teaching profession.
4. That member organizations establish a "Standing Committee on Lifelong Learning" to develop ways by which the organization can act to make lifelong learning opportunities available to all citizens, to hold seminars to advance the concept and to train leaders to develop community lifelong learning programs, and to assist and encourage teachers to continue their personal liberal education.
5. That national associations sponsor a national "Lifelong Learning Week" during which special emphasis would be placed upon participation in continuing adult education by all citizens.

(This is the table of contents of the publication growing out of the Workshop which will be issued by WCOTP with the aid of a UNESCO grant)

Outline of WCOTP/UNESCO Handbook

INVOLVING THE TEACHING PROFESSION IN THE WORLDWIDE LITERACY PROGRAM

- Chapter I HOW TO ORGANIZE PROFESSIONAL TEACHERS FOR WORK WITH
ADULTS -
Robert A. Luke, Executive Secretary
National Association for Public School Adult Education
- Chapter II WHAT THE TEACHER CAN DO TO HELP DEVELOP READING MATERIALS
FOR NEO-LITERATES -
William Sheldon, Past President
International Reading Association
- Chapter III TRAINING TEACHERS TO TEACH ADULTS -
Christian R. A. Cole, Fourah Bay College,
University College of Sierra Leone
- Chapter IV HOW THE UNIVERSITY CAN HELP TEACHERS ASSOCIATIONS IN
NATIONAL LITERACY PROGRAMS -
Ahmad Abd Al-Halim
University of Khartoum
- Chapter V WORKING WITH VOLUNTARY ASSOCIATIONS -
Richard Cortright
Laubach Literacy Fund, Inc.
- Kwa O. Hagan, Deputy Director
 Institute of Public Education
 University of Ghana

Roster of Workshop Participants

WCOTP Adult Literacy Workshop

Seoul, 1966

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Chosheng Chien Lee	China	Professor, Taiwan Normal University
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T. Mehendran	Singapore	Secretary, Singapore Teachers' National Congress
A. H. Cranley	Australia	Australian Teachers' Federation President, Victorian Teachers Union
R. A. Hoffmann	U.S.A.	Vice President, California Teachers Association
Ignacio Tovar Calvo	Colombia	President, Asociación Colombiana de Enseñanza Secundaria
Antoine Kazan	Lebanon	President, Lebanese Teachers Syndicate
Morakot Vannavong	Thailand	Acting Secretary for Foreign Affairs Private School Teachers' Association of Thailand
R. G. Fredericks	Canada	Canadian Teachers' Federation; President, Nova Scotia Teachers' Union
Amalia Ampié Zambrana	Nicaragua	Secretaria de Actas y Acuerdos de la Federación Sindical de Maestros de Nicaragua
Juan Francisco Leoro	Ecuador	President, Unión Nacional de Educadores
Olga Moreno G.	Panama	Fiscal del Magisterio Panameño Unido
José F. Garcia	Dominican Republic	Vice President, Federación Nacional de Maestros
Thanoo Swaengsakdi	Thailand	The Education Society of Thailand
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H. Jong-Gon Hwang	Korea	Chairman, The Committee on Adult Education, The Korean Society for the Study of Education

Roster of Workshop Participants

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Won-ja Lee	Graduate Student of Ewha Womans University
Kil-soo Kang	Associate Professor, College of Education, Seoul National University
Yoon-ja Cho	Graduate Student of Ewha Womans University

P A R T I I

WCOTP ADULT EDUCATION MEETING

August 5, 1966

Problems of Adult Education in Korea

Hamil Jong-Gon Hwang
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Department of Adult Education
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As can readily be inferred from the address given before this Workshop by Dr. Suhr, the adult education movement in this country has paid great attention to literacy education. Very few efforts have been made to promote general adult education beyond the level of literacy. Consequently, education of adults was discontinued when a person had gone through one or two months of literacy education. National leaders were interested only in reducing the number of illiterates without realizing that literacy education is only the preparatory step to full-fledged adult education.

Although there have been introduced Civic Schools and other forms of adult education, their chief aims lie in giving the youth who missed their formal schooling a kind of abbreviated primary education or providing uneducated adolescents with vocational and technical training. For instance, 24 adult schools were established in 1965 throughout the country by the Ministry of Education, but they mainly aim at training the young over the primary-school age in vocational skills, with little concern for general education so essential to the democratic citizenship.

On-the-Job Training

Besides literacy campaign in this country, another conspicuous achievement in adult education has been the development of various on-the-job training programs organized and carried out mainly by the government agencies and industrial organizations. Some of them have highly qualified facilities and courses. There are more than a dozen national training centers for the government officials, such as the Central Government Official Training Institute in Seoul with its local branches and a considerable number of training centers established by leading industrial firms for their employees. There are also several adult education centers conducted by voluntary organizations such as the Korean Social Workers Training Center and YWCA Leaders Training Center.

These training centers impart to their respective employees basic knowledge and skills vitally needed for coping with the rapidly changing aspects of their jobs.

However, most of the programs provided by these centers are of "efficiency" or "productivity" nature, giving little stress on liberal or general studies intended to construct the basic foundation needed for appreciating the human and social values of scientific and technological developments and for realizing the possible danger of men becoming the servants of machines. Above all, adult education, whether liberal or vocational, has not been provided for industrial manual workers and office clerks at lower levels except in a few cases.

Need for Liberal Studies

As mentioned before, although the adult education movement in Korea concentrating on literacy campaigns and on-the-job training has brought about rewarding results, more emphasis ought to be placed upon liberal studies and citizenship education, if we are to achieve the modernization of this nation along a sound and meaningful line. At this point, I would like to argue that liberal studies or general education should be made the core of adult education. During the first half of this century, when the progressive education movement was spreading over the United States of America and, to some extent,

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around the world, liberal education was misinterpreted and attacked by many distinguished educators. For they thought the term liberal education implied education for the privileged, which is non-practical and accordingly non-productive in immediate phases of living.

However, many insightful educators over the world have continuously believed in the values of liberal education in the industrial modern world, without being prejudiced by the historical context in which the term was introduced. Though some scholars slightly modified the technical term of "liberal education" to "general education," they nevertheless increasingly emphasized the spirit of liberal education. Liberal education, by whatever new terms may it be designated, is the education which helps people learn the cultural achievements of mankind through humanities and social and natural sciences, thus enabling them to think rationally and critically as well as to feel and behave most humanly.

Literacy education alone can not give a man a complete education. It will give him only literacy with which the knowledge of himself and the world may become accessible to him. "In this sense, liberal adult education," according to Professor Ross D. Waller at Manchester University, "is the heart of education for adults. In its simpler forms it contributes to the happiness, personal effectiveness, and social value of everybody, and in its more advanced forms, it provides leadership training."

Citizenship Education

Here, accordingly, we come to relate the meaning of liberal education to that of citizenship education. In the real sense, liberal education implies the meanings of citizenship education, for it brings to people the best quality of responsible citizenship which is the foundation of democratic social order. The Harvard Committee on General Education once stated that "(general education) is used to indicate that part of a student's whole education which looks first of all to his life as a responsible human being and citizen." In this sense, general or liberal adult education should aim at training in citizenship so that people gain some insight into the affairs of the world and can help their local and national government to make decisions which will make for world, as well as national, peace and progress. Again, "general education courses," according to Dr. Mayhew, "purport to education for effective citizenship, worthy use of leisure time, effective home and family living, and movement toward effective personal adjustment."

Citizenship education is the essential part of education for adults in newly developing nations which seek to establish a new democratic social order based on an economic prosperity. Many international organizations, including the United Nations and its specialized agencies, have made every effort to develop democracy which is the paramount ideal for mankind. As a result, many nations and races were liberated from alien rules and obtained freedom and independence. Most of them adopted a democratic constitution and established their government through elections. Before long, however, many of these governments have been overthrown by illegal powers, not only in Latin America, which are more or less under the influence of the European cultural tradition, but also in the Middle East, Africa, and Asia, which have either undergone political upheavals arising from their own domestic circumstances or have experienced bitter misgivings due to political turmoils in neighboring nations.

Citizenship Education and Democracy

The similar situation prevails in this country. Since their liberation from 36 years of the Japanese domination, the Korean people have made strenuous efforts to establish and operate a democratic parliamentary political system but nevertheless have undergone 25.

Problems of Adult Education in Korea

two revolutions in less than 20 years. Now they have come to realize that education for responsible citizenship is the only way left to democracy. We have learned from the experiences of many developing nations that, without the support of an informed public, a democratic system of representative government is apt to go on the rocks before long. The dilemma facing the developing nations in their modernization process has been their attempt to transplant the highly-developed political system of the Western world far in advance of undertaking citizenship education of the population.

Professor Lucian Pye of the Massachusetts Institute of Technology stressed the urgent need for citizenship education in many Asian countries when he spoke before the International Conference on the Problems of Modernization in Asia held in Seoul in 1965. Let me quote Professor Pye: "Effective political tutelage rests above all else on creating a sense of political competence on the part of citizens.... There has been very little emphasis upon teaching the individual citizen how he can become an effective and competent member of society....the essence of the entire modernization process is a complex process of citizenship education....This means that modernization must rest upon the breath of an enlightened citizenry."

In Korea, citizenship education has so far been confined to formal education, but starting this year it was extended to the domain of adult education. Just last month a seminar was held to discuss the theme of "The Role of Adult Education in Democratic Development of Korea" under the joint auspices of the Central Education Research Institute and the Korean Federation of Education Associations. At the seminar, the participants exchanged their views on the importance of citizenship education for adults in the process of democratization of this nation, and on the effective ways and means for training the responsible citizenship through liberal education classes, community development programs, mass communications, and activities of voluntary organizations.

Problems for "Re-Thinking"

Now, I would like to put forth several questions which I think are worthwhile to be considered by the members of this Committee:

1. What steps and procedures should be devised for the newly literated in order to bring them to a higher level of continuous education?
2. What kinds of organization and personnel are necessary to promote liberal or general adult education in developing nations?
3. How should citizenship education programs be harmoniously related to practical knowledge and skills?

In connection with these problems, we, adult educators, are confronted with supreme tasks for "re-thinking" and "re-undertaking." We have to know, in the first place, human beings and their aspirations, and have to strive to understand the principles of adult learning. At the same time, we have to exert ourselves to comprehend the world and its problems which all adult learners are to face sooner or later. And, finally, we have to try to do our best in teaching people things that they ought to know, need to know, and wish to know.

We should be proud of, if I may be allowed to think in a self-righteous manner, our mission for freeing our peoples from ignorance and rootless prejudices in order to realize that noble human aspirations which long for individual and global happiness.

Introduction to the Theme
"LIFE LONG EDUCATION AND THE PUBLIC SCHOOLS"

Wilmer V. Bell
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Baltimore City Public Schools
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Let no one doubt that we are engaged here in a matter of seminal concern affecting the foundations of our society and our hopes for the future of mankind.

Let us ask ourselves, "Why education?"; and recognize in our answers that of the deep and far reaching problems of mankind, whether it be health, shelter, poverty, racial animosity, national ambition, war, population growth or any other, not one can be solved ultimately except with the aid of education; that ignorance is the key factor in every human ill. Let us face squarely, too, the fact that education is concerned inescapably with human behavior; that knowledge or cerebration which has no impact upon behavior is sterile. Let us ask ourselves, too, "Why public schools?", and realize as we answer, that their programs determine the future of the society by which they are established; that each society must provide that education which assures its future; that to fail means that a different society will eventuate.

Recognizing that most of us have been involved for the most part in the education of children and youth, let us ask, "Why educate children?". Is the goal merely educated children -- if there be such people? Or is it that we teach children in the hope that we can initiate a process which will help them to become educated adults?

What then must be our concern for the present adult generations? Can we believe that, as children and youth, they achieved the educational resources to meet today's responsibilities? Or were there matters which their immaturity precluded their learning? And are there emergent and nascent concerns for which even the wisest educator could not have prepared them even if he could have foreseen the need?

In essence, then, upon whom does the burden of solution of today's problems fall? Upon whom rests the decision as to which matters are crucial?

Obviously upon the adult members of our society. Are they adequately prepared to handle the tasks elemental to their adulthood -- as heads of families, voters, workers, members of the broader society and developing persons? Are they educationally equipped for the wider and more complex affairs of a world of rapid and accelerating change? Of increasing urgency for immediate solutions? Of instant communication? Of increasing awareness of potential -- and privation? Accepting education as playing this vital role in the alleviation and cure of the ills which mankind faces, and knowing that these ills will prevail, possibly in changing forms, for generations, it follows inevitably that continuous, lifelong, universal education of our adult citizens is an imperative to societal survival.

Around the world we hear the call for freedom. How can we tell if we're free? By the right to choose? Upon what basis do we choose? Information? Pre-judgement? Superstition? Chance? Clearly -- freedom -- free choice -- depends upon knowledge; upon education -- upon the education of adults, the element of our society upon which responsibility unavoidably falls. Clearly, only lifelong education can provide accurate, timely, appropriate knowledge. Clearly this task can be entrusted to none other than the public schools.

Is there anything more significant to merit the attention of a group such as this?

RECOMMENDATIONS

Realizing that Adult Literacy is of primary importance in the promotion of the social and economic development of any country;

Considering the magnitude of the problem and the scope of a program which demands the total involvement of society;

Affirming that teachers' organizations have a vital and a meaningful role to fulfill in the successful realization of universal literacy;

THE PARTICIPANTS IN THE WORKSHOP RECOMMEND:

A. To National Governments

1. That governments be urged to accept primary responsibility for the program of Adult Literacy by legislation.
2. That Adult Literacy programs be an integral phase of the total Education Program of the Country.
3. That adequate financial support be made available for the program by the governments.
4. That a coordinating body, representing government, the teaching organizations and non-governmental agencies involved in the program, be created by governments to be responsible for the total implementation of the program.

B. To National Teachers' Organizations. That they offer their support and cooperate in the following ways:

1. Formation of a National Committee within the National Teachers' Organizations to encourage the promotion of adult literacy in such ways as the following:
 - a. Providing a means of communication among Adult Education workers through publications, conferences, seminars, and workshops.
 - b. Assisting in program planning and in the organization and administration of Literacy projects.
 - c. Encouraging publication by the appropriate institutions of such materials as will make the teaching of adults more effective.
 - d. Assisting in the development of teaching aids, books, instructional techniques and curricula that will serve the unique needs of the people of the area.
 - e. Assisting governments and universities in the formulation and implementation of a continuous program of evaluation and research for the improvement of the content and method of literacy education.
 - f. Offering cooperation and assistance to other voluntary agencies involved in Adult Literacy Education.
 - g. Cultivating incentives in communities where motivation for the program is weak or non-existent.

Recommendations

2. Participating in National and International Conferences of Adult Education to the end that:
 - a. The professional interests of teachers be safeguarded in the promotion of Adult Literacy.
 - b. That the quality of education at all levels be not sacrificed.
3. Cooperation with teacher training institutions to provide training in adult literacy as a standard option in professional education.
4. Action to insure that governments consult with national teacher organizations on all matters related to adult literacy.
5. Encouragement to colleges and universities in the country to conduct practical research into the problems of education in general, and adult literacy education in particular.
6. Close cooperation with the universities in their localities with a view to taking advantage of research, training programs, and other facilities of the universities which will further the literacy program.
7. Search for suitable mechanism whereby university and college teachers may join or become affiliated with the National Teachers' Association.
8. Active participation in the formulation and execution of national development plans, especially as they relate to an effective literacy program.

C. To the WCOTP

1. That a news bulletin be circulated regularly to member organizations -- or that a column in ECHO be regularly employed -- to disseminate data regarding adult education.
2. That it cooperate with UNESCO and national governments to gather the data needed to systematically maintain up-to-date and accurate knowledge on the status of adult literacy.
3. That steps be taken to secure scholarships or travel grants from UNESCO or other sources to effect an exchange of literacy programs and organizational specialists among member organizations.
4. That this 1966 workshop be followed up by an International Adult Literacy Workshop at Vancouver and Dublin.
5. That steps be taken promptly to publish the handbook, now in preparation, on "Involving the Teaching Profession in the World Wide Literacy Program."
6. That Mr. Vizconde's Thai study and Mr. Cole's Kenya study be published and widely disseminated.
7. That UNESCO be urged to convene frequent regional meetings of teachers' organizations to work on problems arising from Adult Literacy Programs and to continue to train organizational personnel in ways of advancing the literacy program; and that universities be urged to participate fully in all such

Recommendations

regional and international meetings.

8. That through UNESCO, national governments be advised of WCOTP's position that adult illiteracy is a governmental responsibility.
9. That WCOTP facilitate an exchange of Adult Education Teacher Training materials from its member organizations.

D. To UNESCO

1. That it continually express to governments the position that reduction of adult illiteracy is primarily a governmental rather than a private matter.
2. That it urge governments to consult with teachers' organizations on all matters related to adult literacy.
3. That it establish and implement an International Literacy Year.

E. To the Universities

That universities throughout the world be asked to consider devoting some of their scholarly resources and research capacities to the problems of eradicating illiteracy. To that end it would be appropriate for them to be party to the development and execution of national development plans especially as they relate to the need for an effective literacy program. Where necessary they should be prepared to pioneer and initiate pilot schemes urgently needed but not presently provided by any other educational agencies and to hand them over to the appropriate authorities as soon as they are able to assume the responsibility. To ensure continuity in the development of an adequately educated cadre of adult education specialists universities should be encouraged to establish teaching departments of adult education at an advanced level where research may be fostered and encouraged in all aspects of adult education including literacy activities.

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PART III

APPENDIX

Resolutions on Educational Planning

PREAMBLE

The 15th WCOTP Assembly recognizes:

- That overall planning is essential to a modern society;
- That education is basic to human development of every citizen to the full extent of his potential as well as to economic development;
- That educational planning is a key part of the overall planning;
- That educational planning must provide equal opportunities for all individuals;

Therefore, Teachers' Organizations:

- Have special responsibility to educational planning;
- Have the right to participate in the educational planning from the initial stage through implementation;
- Must insure that educational plans have the flexibility necessary to adapt to local conditions, and to provide for individual differences, creativity and freedom of teaching;
- Must evaluate and endeavor to have the plan revised in the light of experiences, new knowledge and new developments.

A

Therefore, the Assembly recommends:

I.

1. That teachers' organizations be represented in planning bodies by qualified persons nominated by the organizations;
2. That teachers' organizations prepare their plan of educational development; and to this end, should have available the necessary experts, technical facilities (statistics, background studies, etc.) and should have access to sources of official documentation.

The Assembly further recommends:

II.

That teachers' organizations secure public support for their cause. From this point of view, they should seek the cooperation of parent-teacher associations and other civic organizations, as well as the support of sections of society, such as industry, labor and agriculture.

III.

In order to secure the success of any planned program for education, teachers' organizations, having the responsibility for professional status, must have the right to participate in determining the program of teacher education, the conditions of entry into the profession, tenure, service conditions, and conditions for effective teaching and learning. They should also secure for their members facilities for improving their professional and academic background and advancement in the profession, define and establish principles of professional ethics, and organize and promote such services as health programs, housing projects, insurance, cooperatives and other special services for the benefit of their members.

Resolutions on Educational Planning

IV.

The Assembly recommends:

That the involvement of teachers' organizations in the implementation of educational plans should include:

- (a) Programs which would inform members of the educational plan using the resources of the organization in workshops, publications, etc., to the end that every teacher is familiar with the plan not only in its educational aspects but also in its implications for society.
- (b) An evaluation program which would continuously examine the progress of the plan.
- (c) A critique of the plan not only for the members of the profession but also for the public so that modifications in the plan can be made, when and if necessary, with professional and public support.
- (d) Curriculum study and research to close the gap between the goals of the plan and the practices of teaching and learning. Implementation of the plan should be accomplished with maximum flexibility remaining in the teaching-learning environment.
- (e) A continuous examination of the effect of the plan on teacher-pupil status. Rights and responsibilities of both teacher and pupil should be guarded so that the teacher is free to teach and the pupil is free to learn.

B

In order that educational planning will be most effective, the Assembly urges that:

- (a) Governments implement the recommendations presented herein.
- (b) WCOTP member organizations take active steps to have these recommendations implemented; and to this effect they shall develop the competence to enable themselves to fulfill their role in educational planning and establish close liaison with other organizations that will be involved in planning. The teachers' organizations in each country should strive to secure a unified voice for the profession.
- (c) WCOTP assist its member organizations by providing guidance and by organizing regional meetings to make member organizations effective in their role in educational planning.

Extracts of the Report of Wilhelm Ebert
on WCOTP/UNESCO Relations, 1965-1966

LITERACY

Considerable importance has been attached this year by Unesco to launching the five year Experimental Program which is to be conducted until 1970 and might, subject to approval by the United Nations, lead at that time to a possible World Campaign Against Illiteracy. The most important event in this regard was the World Congress of Ministers of Education on the Eradication of Illiteracy, held in Teheran last September. While this meeting is the subject of a separate report its importance cannot be stressed too strongly since the Congress not only formally proclaimed the determination of the international community to combine in the attack on illiteracy, but also gave for the first time a clear-cut definition of the concept of "functional literacy," as an essential part of any development plan and of the so-called "selective and inclusive strategy."

The conclusions reached in Teheran were subsequently endorsed by the International Committee of Experts on Literacy which met in Paris from November 29 to December 8, 1965, and formulated a number of conclusions on the methods of literacy work and on the need to coordinate national, bilateral and multilateral action. Following the WCOTP observer's statement on the useful role which could be played by school teachers in this field, several members of the Expert Committee (and in particular Mr. K. O. Hagan, Ghana, also a member of the WCOTP Adult Education Committee) expressed their appreciation of the Confederation's experience and the hope that WCOTP would be closely associated to all stages of the literacy program.

The Resolution adopted in December 1965 by the UN General Assembly marked the end of the preparatory stage. Unesco has now entered into the action phase, in close cooperation with the UN Development Program, the main source of finance. Three projects are already in operation under the Experimental Program, in Algeria, Iran and Mali, and it is expected that another two countries (probably Tanzania and Ecuador) will also benefit from this scheme later this year. A number of missions have in addition been sent to various countries to help governments prepare requests for financial and technical assistance, the Special Fund remaining free to decide the action to be taken.

Apart from this Experimental Program, Unesco is also conducting a large-scale action to promote literacy projects throughout the world. Among others, special guides have been prepared for literacy planning missions. Two studies recently issued deal with "The Training and Use of School Teachers for Adult Literacy and Community Education" and "The Planning and Organization of Adult Literacy in Africa." This latter publication was circulated by WCOTP to all its members in Africa.

Through participation in meetings and studies, WCOTP is increasingly involved in all parts of this important program. As an example the study carried out last year in Kenya and Thailand and reported upon in Addis Ababa on the involvement of the teaching profession in literacy programs was considered extremely valuable by the Unesco Secretariat. A similar project is presently being planned in cooperation with Unesco in Ecuador. With the financial help of Unesco the Seminar for Leaders of Teachers' Organizations on Adult Literacy will be held in Seoul immediately preceding the Assembly. The Secretariat has also warmly welcomed the WCOTP proposal to conduct a community school demonstration project in Tanzania. Certain procedural difficulties however occasionally arise, and it is only due to reasons of that sort that the project submitted last year for an Extension Education Program in Jamaica and which had been very well received in Unesco, could not ultimately be implemented - the necessary governmental request not having been obtained by the required deadline.

Extracts of the Report of Wilhelm Ebert on WCOTP/UNESCO Relations, 1965-1966

Moreover, active participation has taken place in the NGO Working Party on Literacy, placed since its creation in 1964 under the chairmanship of the WCOTP representative in Paris. Apart from endeavoring to mobilize all resources available through an Appeal which was widely publicized through various NGO channels, the announcement reproduced in ECHO in this regard aroused interest on the part of many teachers in many parts of the world. The Working Party assembled useful information on activities carried out or planned by some 25 organizations thus not only centralizing data, but also paving the way for a better and quite necessary coordination of efforts. In addition, the Working Party decided to organize a Training Seminar for representatives of non-governmental organizations actively engaged or proposing to engage in literacy programs. This will be held in Dar-es-Salaam next December and will assemble some 20 - 25 participants. WCOTP has been requested, under contract with Unesco, to take the leadership of this Seminar. Arrangements are in process with the help of our member organizations in Tanzania, and the Unesco Mission in that country. Feeling that the task accomplished since 1964 by this Working Party could only be considered as a very first step, the NGO Conference decided last June to extend its mandate for another two years.

President of the Literacy Working Party, the Director of the Paris Office, has also been involved in the "Task Force" created by the Unesco Director-General within the Secretariat to promote literacy activities to the widest possible extent, particularly in non-governmental circles.

It is also hoped that WCOTP will be requested to nominate a representative on the new Liaison Committee, the creation of which was decided by the Executive Board in May. The role of this Committee, which will be composed of 18 members serving in their individual capacity, will be fundamentally that of a catalyst. It will be called upon to advise and assist the Director-General in mobilizing energies and resources on the widest possible scale. The first meeting of the Committee will probably be held next October.

ADULT EDUCATION AND YOUTH ACTIVITIES

The Confederation's involvement in the activities described under Literacy make it unnecessary to go into detail with regard to adult education. These two programs cannot be disassociated. This was emphasized particularly in the International Committee for the Advancement of Adult Education which met last December and concentrated on the concept of long-life or continuing education (French: education permanente). On that occasion too, the WCOTP observer had the opportunity to address the participants and stressed the contribution which could be given by school teachers, particularly at the primary level, to the development of such an integrated education.

The Unesco program for the next biennium is centered around the extension and improvement of adult education in this general context of life-long education. The training of personnel will receive special attention.

A new project in this field is the European Centre for Studies on the Educational Use of Leisure, the establishment of which has been recommended by the Regional Conference on Adult Education and Leisure held last year in Prague. Some reservations were, however, expressed by certain Executive Board members last May, and the final decision will be taken by the General Conference.

As was already indicated last year, Unesco is attaching increasing importance to youth activities. Out-of-school education for young people will be for the first time the subject of a long-term program, to be launched during the next biennium. This moreover represents one of the five priorities proposed by the Director-General within the Education program, to which general agreement has until now been given. Activities in physical 36.

Extracts of the Report of Wilhelm Ebert on WCOTP/UNESCO Relations, 1965-1966 .

education and sports are foreseen, and there is no doubt that, through its international member ICHPER, WCOTP will be called upon to participate.

Intervention of Wilmer V. Bell
in Assembly Debate on the 1966 Theme:
"The Role of Teachers' Organizations in Educational Planning"

I speak not only as a member of the U.S.A. delegation but also as a member of the Adult Education Committee of this estimable confederation.

We would be second to none in commending Dr. Frister's paper as a corner stone in a structure of thought toward educational planning. We would, however, like to enlarge upon the plea of our Korean colleague, Dr. Chung, and support the references of Mr. Rob of Liberia, that we improve our language and comprehensive perspective. Our position is that, to be comprehensive, educational planning must bear in mind the needs of education not only for children and youth but also for the adult segment of our society.

I hesitate to use the term "Adult Education" in capitals since so frequently such use suggests highly restricted or specialized programs. I do speak of adult education, uncapitalized, meaning comprehensively "the education of adults." I submit that any plan which does not include an appropriate proportion of attention to adult education is bound to limp, if not fall, as it moves toward its announced goals. Beyond the obvious factor of the immediacy of need and application for adults, per se, as they re-equip themselves educationally for unanticipated responsibilities in a world of kaleidoscopic change in the vocational, citizenship, parenthood and human relations aspects of their lives, educators with primary concern for the education of children and youth must remind themselves that the adult family plays a major role in the education of the child. We have come to accept the concept as a fact that "the whole child" is involved in the learning process: the hungry, unhappy, angry child does not learn in the same way as does the healthy, secure child. It is doubtful, therefore, if we can educate the "whole child" unless we educate also the "whole family" -- or even "the whole community." History gives ample evidence that "learning societies" are those in which the adult population places education high in its hierarchy of values. Similarly, the child within a de facto family which is indifferent or antipathetic to education faces grave handicaps in his pursuit of learning.

Dr. James Conant, writing in Slums and Suburbs, of the educationally and economically deprived in the U.S.A., states that only by a massive program for the education of adults will we ever solve the educational needs of children and youth in these deprived communities. This confederation is on record for such action, but its constituent teachers' organizations seem generally slow in response.

Most of our educational efforts quite evidently are devoted to greater concern for childhood education, ignoring the needs of adults. Such behavior can be likened to stepping more firmly on the gas without releasing the brake of the car.

Hence in educational planning, teachers' organizations should unhesitatingly accept and enthusiastically move to implement plans which take into account the educational needs of the total population: children entering into society, youth on the brink of adulthood, and adults faced with urgent, immediate responsibilities for societal decision and action. The efficient program must give duly proportionate attention to each of these factors.

As symbolic evidence of our acceptance of the comprehensive concern, it would be gratifying were this body and its constituent organizations in day-by-day allusions to educational objectives and practices, habitually use the phrase "children, youth and adults" rather than, as is so clearly normal, the incomplete reference merely to "childhood and youth education."

